DESCRIPTION

Instructional Organization - Continued

9.5 Are teachers knowledgeable about alternative classroom organizational patterns and management techniques?

Document:

a. Staff development activity descriptions.
b. Holdings in professional library.
c. Observe classes for a variety of patterns and techniques.
d. Lesson plans.

9.6 Is the knowledge of grouping techniques being used for planning instructional organization which promotes education that is multicultural?

Document:

a. Lesson plans.
b. Unit plans.

9.7 Have teachers informally discussed giving education that is multicultural considerations in their grouping?

Document:

a. Minutes of faculty or committee meeting where informal discussions concerning instructional organization and education that is multicultural has been discussed.

9.8 Has staff expressed a desire to plan more effective grouping practices?

Document:

a. Staff development needs assessment.
b. Plans for establishing more effective grouping practices.
c. Minutes of faculty or committee meeting where informal discussions concerning instructional organization and education that is multicultural has been discussed.

PHASE 2 AWARENESS

DESCRIPTION

Instructional Organization - Continued

9.9 Are plans being formulated to commit the school to instructional organization that supports education that is multicultural?

Document:

a. Objectives, schedules, plans for changing the grouping procedures in the institution.
b. Description of staff development workshops, etc.
c. Minutes of committee meetings.

9.10 Are teachers identifying alternative grouping patterns to promote education that is multicultural?

Document:

a. Minutes of any group or committee working on grouping patterns.
b. Minutes or reports from staff development meetings.
c. Rough draft of new criteria for establishing new education that is multicultural grouping patterns.

PHASE 3 ACCEPTANCE

DESCRIPTION

Instructional Organization - Continued

9.11 How have classroom groupings been used as opportunities to promote multicultural contact, learning, and to enhance interpersonal relations?

Document:

a. Lesson plans.
b. Accreditation self studies and outside team reports.

9.12 Is a method used to evaluate the effectiveness of organizational procedures which promote education that is multicultural?

Document:

a. Institutional evaluation design.
b. Long range and short range plans.
c. Accreditation studies.

9.13 Is instructional organization consistent with the philosophy of the institution with regard to education that is multicultural?

Document:

a. Institutional philosophy.
b. Documentation listed under 9.1a and 9.2a and 9.11.

9.14 What process is used to monitor and manage the movement of students from group to group?

Document:

a. Instructional management system.
b. Charts, graphs and lists used to determining the instructional sequence and movement of students.
c. Schedule chart or computer printouts of student groups.

PHASE 4 AFFIRMATION

DESCRIPTION

EDUCATIONAL PROGRAM

Curriculum - Written courses, course guides, instructional units, organizational plans or established standards for that which is taught.

The school's formal curriculum exemplifies education that is multicultural. In this instance, instructional materials will be handled separately.

10.1 Is the curriculum representative of various cultures?

Document:

a. Written courses, course guides, instructional units, organizational plans, faculty handbook.
b. Accreditation self studies and outside team visit reports.

10.2 Is cultural diversity represented by curriculum units that are incorporated into the school's total program?

Document:

a. Written courses, course guides, instructional units, organizational plans, faculty handbook.

PHASE 1 ALPHA

DESCRIPTION

Curriculum - Continued

10.3 Are the curriculum developers aware of the concept of education that is multicultural?

Document:

a. Criteria established for curriculum development by committees, etc.
b. Minutes from faculty meetings.

10.4 Are personnel aware of the multicultural status of curricular components currently being used?

Document:

a. Curriculum evaluation reports from self studies.
b. Minutes from faculty meetings.

10.5 Are the personnel curriculum developers aware of the need to begin incorporating any existing isolated units into the total curriculum?

Document:

a. Curriculum evaluation reports from self studies.
b. Minutes from faculty meetings.

PHASE 2 AWARENESS

DESCRIPTION

Curriculum - Continued

10.6 Is education that is multicultural being planned as an integral part of the total school curriculum?

Document:

a. Minutes of curriculum development committees.
b. Criteria established for curriculum development.
c. Schedule and/or objectives for curriculum revision and update.

10.7 What plans are being made to incorporate multicultural curriculum units into the total school program?

Document:

a. Minutes of curriculum development committees.
b. Criteria established for curriculum development.
c. Schedule and/or objectives for curriculum revision and update.

10.8 Have curriculum developers analyzed the current curriculum for multicultural concerns for education that is multicultural?

Document:

a. Self study reports concerning curriculum for education that is multicultural.
b. Meeting minutes of curriculum development committees.

PHASE 3 ACCEPTANCE

DESCRIPTION

Curriculum - Continued

10.9 What examples of education that is multicultural in the curriculum can you point out by subject area?

Document:

a. Written courses, course guides, instructional units, organizational plans, faculty handbook.
b. Accreditation self studies and outside team visit reports.

10.10 Are discrimination and prejudice and their cause and effect included as concepts within the curriculum?

Document:

a. Written courses, course guides, instructional units, organizational plans, faculty handbook.
b. Accreditation self studies and outside team visit reports.
c. Lesson plans.

10.11 Is the curriculum consistent with the institution's multicultural philosophy and goals/objectives?

Document:

a. Written courses, course guides, instructional units, organizational plans, faculty handbook.
b. Accreditation self studies and outside team visit reports.

10.12 Is a procedure used to evaluate the effectiveness of the formal curriculum that promotes education that is multicultural?

Document:

a. Long range plans.
b. Institutional evaluation plans.
c. Final reports of curriculum development committees.
d. Self study accreditation plans.

PHASE 4 AFFIRMATION

DESCRIPTION

EDUCATIONAL PROGRAM

Instructional Materials - Basal texts or supplemental resources which are used to transmit the content and assist the student in learning.

The learning materials available to teachers and students which contribute to and support the school's efforts towards education that is multicultural include pictorial representations, informational variability, personal anecdote variance, stereotyping information, role assigned culturally specific information, and linguistic diversity and the criteria for evaluating these characteristics for multiculutral content and "isms".

11.1 Does the material contain sufficient references to and examples of cultural diversity?

Document:

a. Curriculum guides - materials lists.
b. Books available in each room.
c. Library selections.
d. Basal texts.
e. Workbooks
f. Audio-visual materials.

11.2 Is the material relatively devoid of cultural stereotypes (racism, classism, sexism, ageism, etc.)?

Document:

a. Curriculum guides - materials lists.
b. Books available in each room.
c. Library selections.
d. Basal texts.
e. Workbooks
f. Audio-visual materials.

11.3 Have materials been formally evaluated for education that is multicultural concerns (racism, classism, sexism, ageism, etc.)?

Document:

a. Accreditation self studies.
b. Library committee reports and system wide supervisor reports of materials evaluation.

PHASE I ALPHA

DESCRIPTION

Instructional Materials - Continued

11.4 Are personnel/staff aware of the components of education that is multicultural which can be integrated into the instructional materials?

Document:

a. Minutes of faculty meetings.
b. List of activities conducted for inservice.
c. Textbook evaluation criteria and reports.

11.5 Are personnel/staff aware of evaluation devices designed to identify "isms"?

Document:

a. Textbook evaluation guides and criteria.
b. Previously conducted materials evaluation reports.

PHASE 2 AWARENESS

DESCRIPTION

Instructional Materials - Continued

11.6 What plans have been made to evaluate materials in terms of education that is multicultural?

Document:

a. Textbook evaluation criteria.
b. Schedule, goals, activities for evaluating instructional materials.
c. Communications between administration and personnel/staff concerning use of instructional materials.
d. Plans to meet desegregation and Title IX guidelines and mainstreaming.

PHASE 3

11.7 Are there plans for the purchase of instructional materials that will be multicultural?

Document:

a. Reports from materials selection committees.
b. List of materials requested by teachers.
c. Purchase orders for library and audio-visual materials.

ACCEPTANCE

DESCRIPTION

Instructional Materials - Continued

11.8 Are the materials consistent with the institution's multicultural philosophy and goals/objectives?

Document:

a. Curriculum guides - materials lists.
b. Institutional philosophy and goals/objectives.

11.9 Have human and physical resources been allocated and utilized for development and purchasing of all teaching materials by education that is multicultural criteria?

Document:

a. Purchasing criteria for instructional materials.
b. Assignment of responsibilities for personnel/staff to purchasing and development of instructional materials.

11.10 Is there an ongoing process used to evaluate the effectiveness of the instructional materials which promote education that is multicultural?

Document:

a. Long and short range plans.
b. Institutional evaluation plans.
c. Accreditation plans.

PHASE 4 AFFIRMATION

DESCRIPTION

EDUCATIONAL PROGRAM

Staff Development - Those activities designed to promote professional growth on the part of all personnel/staff and administration.

Staff development involves personnel/staff and administration in formal problem solving, planning, and inservice activities for education that is multicultural.

12.1 Is there an ongoing staff development program?

Document:

a. Staff development plan, schedule of inservice activities.
b. Faculty handbook.
c. System policies.

12.2 Is education that is multicultural an integral component of the staff development program?

Document:

a. Staff development plan, schedule of inservice activities.

PHASE 1 ALPHA

DESCRIPTION

Staff Development - Continued

12.3 Are any efforts being made to consider a multicultural staff development program?

Document:

a. Staff development needs assessment results.
b. Minutes from faculty or committee minutes related to staff development.

PHASE 2 AWARENESS

DESCRIPTION

Staff Development - Continued

12.4 Is there planning for staff development concerning education that is multicultural?

Document:

a. Minutes of staff development committee meetings.
b. Rough draft copy of plans for future staff development activities.
c. Progress reports from staff development committee.

12.5 Has a person been identified to be responsible for the staff development program for education that is multicultural?

Document:

a. Minutes from staff development meetings.
b. Final report from staff development committee.
c. Assignment of responsibilities for personnel/staff/administration.
d. Staff development plan, activities and schedule.

PHASE 3 ACCEPTANCE

DESCRIPTION

Staff Development - Continued

12.6 What staff development activities are presently ongoing?

Document:

a. Staff development plan, schedule of inservice activities.
b. Faculty handbook.
c. System policies.

12.7 Who attends staff development sessions?

Document:

a. Staff development handbook.
b. Roster of those attending staff development sessions.
c. Communications concerning scheduled staff development activities.

12.8 Who is responsible for the staff development program for education that is multicultural?

Document:

a. Minutes from staff development meetings.
b. Final report from staff development committee.
c. Assignment of responsibilities for personnel/staff/administration.
d. Staff development plan, activities and schedule.

12.9 Is there a process to evaluate the effectiveness of staff development procedures which promote education that is multicultural?

Document:

a. Staff development evaluation plan.
b. Staff development activity evaluation forms.
c. Self study plans.

12.10 Is staff development consistent with the philosophy of the institution?

Document:

a. Institution philosophy.
b. Staff development plan, schedule of inservice activities.

PHASE 4 AFFIRMATION

PLEASE READ THIS DEFINITION AND PROCEED TO THE NEXT PAGE FOR DIRECTIONS.

DEFINITION
OF
Education that is Multicultural

Education today must prepare individuals to live in a culturally and socially pluralistic society. Since Congress, the courts, and educational organizations have begun to recognize both the pluralistic nature of American society and the importance of educational programs that prepare individuals to live in this society, it is of utmost importance that we as educators begin to place greater importance on the way we define the educational process to insure that it is multicultural.*

Education that is Multicultural is a concept and process that differs in definition, scope, philosophy and implementation from multicultural education. Phraseology alone classifies multicultural education as one of several distinctive specialty areas of education; such as special education, secondary education or higher education; that are restricted in scope, supplementary and limiting in concept, purpose, and audience. Education that is multicultural is not a supplementary, narrow, or assimilating specialty area, it is a process and philosophy with concepts and foci that are broad in scope, penetrating and integrated throughout the education program, regardless of subject matter area.

Education that is Multicultural is education which stresses, through all the institution's processes and products, respect for and understanding of cultural diversity and individual uniquenesses. This concept forms the philosophical basis for the institution's educational program instead of becoming an additive educational package that supplements the other curriculum areas. Respect for cultural pluralism becomes the educational goal and the curriculum areas are the enablers or vehicles through which the institution reaches its goal.

Simply stated, education that is multicultural fosters respect for cultural diversity and individual differences.

*Culture is operationally defined as any characteristic that identifies a group of persons --i.e., height, wearing glasses, blindness, learning disability, race, social class, religion, ethnic heritage, values.

MULTICULTURAL DESCRIPTOR

INSTRUCTIONS FOR SELF-REPORTING

The following segment of the Multicultural Descriptor is designed to be self-administered.

Using the following definition, mark the appropriate box:

Personnel/Staff indicates teaching faculty, resource teachers, instructional aides, librarians, counselors, office staff, nurses, professors, instructors, etc. It includes all persons who have not been officially designated as administrative personnel.

Administrative indicates principals, vice-principals, supervisors, superintendents, assistant superintendents, deans, assistant deans, department heads, or any position officially designated as administrative personnel.

☐ Personnel/Staff ☐ Administrative

1. Each page is a separate item with four possible responses. Please read all the material on one page and then mark one (1) box that best describes your judgment about the status of education that is multicultural in your institution. Proceed to the next page (item) and complete it as indicated above. After completion of all 12 items proceed to the open-ended questions.

2. If you feel the checked response does not accurately convey your total viewpoint, additional clarification or comments may be added in the space at the bottom of the page.

3. There are some questions at the end of the questionnaire that ask for a free response. Write your answers to the free response questions in the blank space provided directly below the question. If additional space is required, turn the paper over, indicate the question number and complete your response.

4. All your answers will be anonymous. Please express your opinion freely. Clarification or comments may be added on any item in order to strive for accuracy.

PHILOSOPHY - An expression of fundamental beliefs.

DESCRIPTOR: A statement of philosophy includes concerns for education that is multicultural.

Mark the box next to the response on this page that best describes your institution.

☐ There is no stated institutional philosophy with regard to education that is multicultural and no need is being expressed to state a philosophy or to include multicultural concerns in the basic assumptions or aspirations. Each person operates under his/her own philosophy.

☐ Personnel are aware of the institution's philosophy and/or the need for an institutional philosophy dealing with education that is multicultural and make statements with regard to this. There is an exchange and sharing of philosophical ideas about education that is multicultural.

☐ If there is no statement of philosophy with regards to education that is multicultural, steps are being taken to develop one.

☐ A philosophy is published which contains reference to education that is multicultural.

Comments:

GOALS AND OBJECTIVES - Statement of intent and statements of behavioral outcome.

DESCRIPTOR: Goals/objectives with regard to education that is multicultural identify intended effects and outcomes.

Mark the box next to the response on this page that best describes your institution.

☐ The multicultural goals/objectives of the institution are not stated or they are written in ambiguous terms. Personnel generally do not have established goals/objectives for implementation of education that is multicultural.

☐ Personnel are aware of the need for institutional goals/objectives for the implementation of education that is multicultural.

☐ There is a conscious search for information that would assist in writing multicultural goals/objectives and to assist in translating the philosophy into goals and objectives. Personnel staff are writing goals/objectives relative to education that is multicultural on a regular basis.

☐ The institution and personnel incorporate goals/objectives with identified multicultural outcomes into the educational setting's programs, strategies, and activities. Programs and instruction show a relationship with the stated multicultural goals/objectives.

Comments:

EDUCATIONAL COMMITMENTS - An act of committing to a change of a stated philosophy, goal, objective: the state of being obligat ; an agreement or pledge to do something.

DESCRIPTOR: The institution has made specific committments of human and physical resources that will be contributed to the development of a program for education that is multicultural.

Mark the box next to the response on this page that best describes your institution.

☐ The educational institution has not made written commitments to develop or implement education that is multicultural. No financial or human resources are allocated to multicultural programs or activities.

☐ Resource allocation processes are identified and personnel are aware of the need to initiate resource allocation or reallocation to support the development of education that is multicultural.

☐ Information is sought about financial and human resources to support the development of multicultural activities or programs. Practical steps to implement education that is multicultural are identified and made public.

☐ The educational institution has made public written commitments to develop and/or implement a program in the area of education that is multicultural. Programs are operative and allocations for education that is multicultural becomes a permanent part of the budget.

Comments:

COMMUNITY INVOLVEMENT - Processes which involve parents, agencies, residents, and business people of the institution's attendance area as resources or participants in the decision-making process.

DESCRIPTOR: Community efforts support the institution's commitment to education that is multicultural.

Mark the box next to the response on this page that best describes your institution.

☐ There are no community programs designed to inform residents of education that is multicultural. There are no community programs designed to solicit community members or to utilize them as a resource or as participants in the decision-making process for designing education that is multicultural.

☐ The community is being considered as a resource for implementing education that is multicultural. Community residents are being considered as potential participants in the decision-making process.

☐ Community memebers express a need for activities and programs to advance understanding amoung cultural groups. School and community identify multiple strategies for community involvement in planning and implementing programs that are multicultural.

☐ Community members actively support education that is multicultural by serving as resources for program development and implementation.

Comments:

STAFFING - Number and composition of the personnel/staff/ administration.

DESCRIPTOR: Staffing patterns throughout the educational setting are reflective of the pluralistic nature of American society and are representative of local cultural demographics.

Mark the box next to the response on this page that best describes your institution.

☐ The staffing pattern is not reflective of the pluralistic nature of American society or of the local community. No goals have been established to rectify the situation.

☐ The institution has identified the discrepancies between present staffing, the pluralistic profile of society at large, and the local cultural demographics.

☐ A written plan is being formulated to systematically alleviate any identified discrepancies. Recruiting efforts are being planned to alleviate the identified discrepancies between present staffing, the pluralistic profile of society at large, and the local cultural demographics.

☐ The staffing patterns are reflective of the pluralistic American society and the local cultural demographics.

Comments:

PERSONNEL/STAFF INVOLVEMENT - Processes which involve all personnel in the decision-making.

DESCRIPTOR: Personnel are actively involved in decision making. Personnel efforts support the school's efforts for education that is multicultural.

Mark the box next to the response on this page that best describes your institution.

☐ There are no methods to solicit personnel input nor are they identified as a resource in decision making.

☐ The personnel are aware of the need to initiate decision-making processes that incorporate their input in decisions regarding education that is multicultural.

☐ The institution identifies multiple strategies for personnel involvement in the decision-making process regarding program development for education that is multicultural and actively seeks their participation.

☐ All personnel are actively involved in decision making for program development and resource allocation for education that is multicultural.

Comments:

ENVIRONMENT - Anything that can be manipulated to create an atmosphere.

DESCRIPTOR: Characteristics of the environment depict evidence of education that is multicultural; including pictorial representation, space arrangement, color, decor, architecture, etc.

Mark the box next to the response on this page that best describes your institution.

- ☐ The environment is devoid of multicultural characteristics.
- ☐ Personnel are aware of environmental alternatives for education that is multicultural and the extent to which their piece of the environment is/is not multicultural.
- ☐ Efforts are being made to identify and plan an environment that supports education that is multicultural.
- ☐ The environment depicts education that is multicultural.

Comments:

COMMUNICATION - A process by which information is transmitted or exchanged through symbols, signs or behavior.

DESCRIPTOR: Communication styles are regarded as different rather than deficient. Variations in style and the cultural antecedents that produce differences are utilized as subject matter to counter stereotypes and ethnocentrism.

Mark the box next to the response on this page that best describes your institution.

☐ The norms which relate to communication do not take into account the value of cultural and linguistic variances. Personnel are not aware of the ways that language reflects and influences personal and cultural value and learning and vice versa.

☐ The personnel/staff are aware of differences in communication which exist in the various cultures and the antecedents of these differences.

☐ Plans have been made to identify and incorporate cultural differences in communication and to inform the personnel of those differences and their implications for education that is multicultural.

☐ More than one mode of communication is the medium for instruction when appropriate. Personnel have identified various communication styles and are accepting of styles that are consistent with the communication norms of the community.

Comments:

INSTRUCTIONAL ORGANIZATION - A functional structure of human groupings.

DESCRIPTOR: Classroom groupings and faculty groupings have been used as ways to promote multicultural contact, learning, and to enhance interpersonal relations.

Mark the box next to the response on this page that best describes your institution.

☐ Grouping patterns do not promote multicultural contact, learning, nor the enhancement of interpersonal relations.

☐ Personnel are aware of small group dynamics and grouping techniques that will further the efforts of education that is multicultural. Personnel are cognizant of the institution's grouping patterns.

☐ Plans to provide diversity in interpersonal interaction are made and alternative instructional organization patterns are evaluated using multicultural criteria.

☐ Many possible grouping patterns are used to create multicultural learning and to allow for differences in learning styles. Students are able to move from one group to another and groups are viewed as temporary systems. Multicultural interaction and resulting understanding are promoted as an ongoing portion of the school's instructional organization.

Comments:

CURRICULUM - Written courses, course guides, instructional units, organizational plans or established standard for that which is taught.

DESCRIPTOR: The school's formal curriculum exemplifies education that is multicultural.

Mark the box next to the response on this page that best describes your institution.

☐ The curriculum contains no recognition of education that is multicultural, with content and process being generally devoid of multicultural characteristics.

☐ The curriculum developers are aware of the components of education that is multicultural which can be integrated into the curriculum, and are aware of the concept of cultural pluralism and the role of prejudice and discrimination in perpetuating classism, racism, sexism, etc.

☐ Goals have been identified for developing multicultural components in the curriculum and plans to attain these goals are being formulated.

☐ Regardless of the subject matter, curriculum promotes understanding and appreciation of cultural diversity and individual uniqueness.

Comments:

INSTRUCTIONAL MATERIALS - Basal tests or supplemental resources which are used to transmit the content and assist the student in learning.

DESCRIPTOR: The learning materials available to teachers and students include pictorial presentations, information variability, personal anecdotal variances, stereotyping information, role assigned information and linguistic diversity that supports education that is multicultural.

Mark the box next to the response on this page that best describes your institution.

☐ The instructional materials are primarily monocultural and/or contain stereotypical representations.

☐ The institution is aware of the characteristics of multicultural instructional materials and multicultural criteria for materials evaluation, i.e., pictorial representation, information variability, roles assigned, etc.

☐ The institution is in the process of evaluating instructional materials which are multicultural and/or is making plans for acquisition of materials that would be multicultural.

☐ The instructional materials are multicultural in focus and content and promote understanding and appreciation of alternative lifestyles, cultural diversity, and individual worth and uniqueness.

Comments:

STAFF DEVELOPMENT - Those activities designed to promote the professional growth of all personnel.

DESCRIPTOR: Staff development involves personnel in formal problem solving, planning, and inservice activities for education that is multicultural.

Mark the box next to the response on this page that best describes your institution.

☐ There is no staff development program or the concept of education that is multicultural is not included in the existing program.

☐ The institution is aware of the need for planning a staff development program that includes education that is multicultural.

☐ Needs have been assessed and goals for staff development that is multicultural have been established. Plans for staff development implementation are being formulated.

☐ There are ongoing staff development activities for education that is multicultural that are related to the assessed needs and established goals.

Comments:

Please respond to the following open-ended questions;

1. Briefly describe what is meant by education that is multicultural for your institution.

2. What steps have been taken to allocate or reallocate resources for multicultural programs or activities?

3. What is the extent of community support for education that is multicultural?

4. What is the process of recruiting other cultural groups as employees of the institution?

5. How do personnel feel about education that is multicultural?

6. How do you feel about education that is multicultural?

7. What plans are being made to incorporate multicultural curriculum units into the total school program?

8. What staff development activities are presently being conducted?

FINAL REPORT

MULTICULTURAL DESCRIPTOR

INSTRUCTIONS FOR FINAL REPORT

The final report is the information that will be given to the institution. It should serve as a diagnostic/prescriptive report.

There is a large multicultural profile graph and twelve small graph report sheets. After collecting all the data from the use of the Multicultural Descriptor instruments, complete the graphs and report sheets in the following manner:

1. There are twelve small graphs, one for each category assessed by the Multicultural Descriptor. For each category --

   (a) draw a bar line to indicate the extent of each phase for the personnel/staff responses, the administrator responses, the observation responses;

   (b) draw a bar line for the composite of the above mentioned responses.

2. Go to the large multicultural profile graph and using the composite from each category, fill in the multicultural profile as per the instructions on that sheet. Return to the category small graph pages. Instructions 3, 4 and 5 should be used for each category.

3. A narrative interpretation of the data collection should be filled in on the small graph pages under the heading "written results."

4. Under the heading, "conclusions," write the assumptions that can be drawn from the data.

5. Complete the report by writing suggested future action under the heading "recommendations."

Keep in mind that the written results, conclusions, and recommendations should be a reflection of the data. The recommendations are the prescription.

Philosophy

	I.	II.	III.	IV.
	ALPHA	AWARENESS	ACCEPTANCE	AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

Goals/Objectives

	I. ALPHA	II. AWARENESS	III. ACCEPTANCE	IV. AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

Educational Commitments

	I. ALPHA	II. AWARENESS	III. ACCEPTANCE	IV. AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

Communitv Involvement

	I. ALPHA	II. AWARENESS	III. ACCEPTANCE	IV. AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

Staffing

	I. ALPHA	II. AWARENESS	III. ACCEPTANCE	IV. AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

Personnel/Staff Involvement

	I.	II.	III.	IV.
	ALPHA	AWARENESS	ACCEPTANCE	AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

Communication

	I. ALPHA	II. AWARENESS	III. ACCEPTANCE	IV. AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

Environment

	I.	II.	III.	IV.
	ALPHA	AWARENESS	ACCEPTANCE	AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

Instructional Organization

	I.	II.	III.	IV.
	ALPHA	AWARENESS	ACCEPTANCE	AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

Curriculum

	I. ALPHA	II. AWARENESS	III. ACCEPTANCE	IV. AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

Instructional Materials

	I. ALPHA	II. AWARENESS	III. ACCEPTANCE	IV. AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

Staff Development

	I. ALPHA	II. AWARENESS	III. ACCEPTANCE	IV. AFFIRMATION
Composite				
Personnel/Staff				
Administrative				
Observation				

Written results:

Conclusions:

Recommendations:

MULTI-CULTURAL PROFILE

CATEGORIES / PHASES	I. ALPHA	II. AWARENESS	III. ACCEPTANCE	IV. AFFIRMATION
PHILOSOPHY	○	○	○	○
GOALS / OBJECTIVES	○	○	○	○
EDUCATIONAL COMMITMENTS	○	○	○	○
COMMUNITY INVOLVEMENT	○	○	○	○
STAFFING	○	○	○	○
PERSONNEL / STAFF INVOLVEMENT	○	○	○	○
COMMUNICATION	○	○	○	○
ENVIRONMENT	○	○	○	○
INSTRUCTIONAL ORGANIZATION	○	○	○	○
CURRICULUM	○	○	○	○
INSTRUCTIONAL MATERIALS	○	○	○	○
STAFF DEVELOPMENT	○	○	○	○

Fill in dots according to correct phase for each category. Connect dots with a line starting at top category to form vertical line graph.